R E P O R T R E S U M E S

ED 013 272 UD 003 607

PROPOSAL TO PROVIDE ASSISTANCE IN TRAINING, TESTING, MATERIAL DEVELOPMENT AND EVALUATION TO THE NEW YORK CITY BOARD "PROJECT CAMP."

PUB DATE APR 67

EDRS PRICE MF-$0.25 HC-$0.72 18P.

DESCRIPTORS- *YOUTH PROGRAMS, *DISADVANTAGED YOUTH, ADOLESCENTS, MALES, DEMONSTRATION PROJECTS, *INDIGENOUS PERSONNEL, INSTRUCTIONAL MATERIALS, TESTS, TRAINING, CURRICULUM DEVELOPMENT, STAFF UTILIZATION, PERSONNEL SELECTION, SCIENTIFIC RESOURCES INCORPORATED, PROJECT CAMP, NEW YORK CITY

SCIENTIFIC RESOURCES INCORPORATED (SRI) PROPOSES TO HELP THE NEW YORK CITY YOUTH BOARD TO DEVELOP A CAMP PROJECT FOR DISADVANTAGED ADOLESCENT BOYS. SRI WILL PROVIDE HUMAN RESOURCES CONSULTANTS, YOUNG MEN WITH DISADVANTAGED BACKGROUNDS WHO HAVE BEEN TRAINED FOR LEADERSHIP IN POVERTY PROGRAMS. THESE CONSULTANTS WILL BRIDGE THE GAP BETWEEN THE PROFESSIONAL CAMP STAFF AND THE 75 SELECTED BOYS, WILL SERVE AS GOAL MODELS, AND ALSO WILL BE ABLE TO OFFER SUGGESTIONS FOR MODIFYING THE PROGRAMS. IN ADDITION, THEY WILL AID A TEAM OF EXPERT CONSULTANTS IN DEVELOPING EDUCATIONAL AND TESTING MATERIALS. WITH THE AID OF SRI SPECIALISTS THE PROGRAM WILL DEVELOP EDUCATIONAL TECHNIQUES AND MEDIA APPROPRIATE TO THE NEEDS OF THE CAMPERS, AND THE BOYS THEMSELVES WILL HELP CONCEIVE AND PRODUCE THESE MATERIALS. SRI HAS DEVELOPED AN OUTLINE AND SCHEDULE OF PRESERVICE AND INSERVICE TRAINING FOR THE TOTAL STAFF, PROFESSIONALS AS WELL AS NONPROFESSIONALS, AND A RESEARCH DESIGN WHICH INCLUDES VARIOUS TESTS AND TECHNIQUES FOR EVALUATING SCREENING METHODS. THE POST-CAMP GOALS OF THE PROJECT ARE TO ENABLE THE BOYS TO RETURN TO SCHOOL, ENTER A JOB TRAINING PROGRAM, FIND A JOB OR CAREER, OR BECOME HUMAN RESOURCES CONSULTANTS IN SIMILAR CAMPS. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

F 609511:56078

VD003607

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED013272

PROPOSAL TO PROVIDE ASSISTANCE

IN TRAINING, TESTING, MATERIAL DEVELOPMENT AND EVALUATION TO THE NEW YORK CITY YOUTH BOARD "PROJECT CAMP"

(Youth Board Research Institute of New York, Inc.,
a membership corporation of the State of New York,
office at 38 Park Row, New York, N.Y.)

Office of Manpower Preparation, Evaluation and Research

Manpower Development and Training Act

Presented at Conference on

"TRAINING THE NON-PROFESSIONAL"

Sponsored By

SCIENTIFIC RESOURCES INCORPORATED

March 15 - 16, 1967

Washington, D.C.

INTRODUCTION

The success of the New York City Youth Board "Project Camp" is contingent upon an in-depth comprehension of the population. This comprehension is well documented in the proposal submitted to the Department of Labor and validated by earlier positive experiences of the Youth Board.

However, the implementation of the program, the training of the staff, the development of appropriate materials and the subsequent evaluation loom as large in the final accomplishment as the nature of the youth and the recognition of his life-style needs and problems.

For example, even the best residential institutions may develop dual authority cultures which defeat their goals, as Howard Polsky has indicated in Cottage Six. The attitudes of the cook or the clerk-typist can be as instrumental in determining the climate or "culture" of the institution as the professional staff attitudes. Or, the instructor who is frustrated by the irrelevance of the materials he must use may seek gratification through his "star" pupil, to the detriment of other students. Further, he may prejudge the capabilities of his students on the basis of biased testing so inappropriate to this population.

Thus the demonstration project must address itself to a variety of subtle problems and pitfalls which are not totally predictable and for which methods and techniques have not necessarily been developed. In essence, the problems presented go beyond our comprehension of the hard-core adolescent and involve the complex of subtleties in areas of relative ignorance.

It is to these questions that Scientific Resources Incorporated would attempt to provide answers, in the hope that emerging techniques and experiences would assist all those who work first-hand with disadvantaged adolescent populations.

HUMAN RESOURCE CONSULTANTS

A Human Resource Consultant is a young man from a disadvantaged area who has participated in an intensive training and internship program for a leadership role. Scientific Resources Incorporated has in its employ a pilot group of salaried socioeconomically disadvantaged young men who have participated in a training program designed to prepare them to assume increasingly complex leadership responsibilities in the "War on Poverty." These young men, who were for the most part unemployed and largely unmotivated at the time of their initial contact, are responding positively to this program and are now in a position where they can make significant contributions to the understanding of the poverty syndrome.

They have considerable knowledge and insight of the neighborhood and its traditions; they communicate easily with many different types of people in the area. They are able to talk the language of the poor and possess a good deal of neighborhood know-how, savvy and understanding.

The youths who have grown up in the slums rarely perceive any possibility for ever succeeding in doing work which carries society's respect and in which they themselves can take pride. Their experiences have led them to feel that they have no control over their own lives, or a voice in the decisions made about them. In most training programs, such youth will find it hard to believe that they can, or should, take on responsibility, and that they, rather than luck,

can influence their success or failure. One need only point out that they have had little chance to view difficulties which arise in their lives as problems with alternative solutions, or even at all capable of being solved.

These Human Resource Consultants have now established themselves and have moved beyond the limitations of their earlier disadvantaged experiences. Yet they retain the capability and the youth to communicate and influence other adolescents from similarly disadvantaged backgrounds.

The Human Resource Consultants are truly the nucleus of the assistance Scientific Resources Incorporated would provide "PROJECT CAMP". Primarily they will form the bridge between the professional worker or staff member and the adolescent population. However, their skills are such that they can be utilized at the onset of the program to "seed" the culture with a positive, goal-oriented population. This pioneering aspect of any new system cannot be overestimated, for the initial climate and norms which emerge will be durable and influential in the development of subsequent program attitudes and activities. Thus one of the functions of the Human Resource Consultants will be to interact in group situations with the incoming population. The Human Resource Consultants will examine existing values and attitudes and support their modification where necessary. They will provide positive reinforcement of program goals. In conjunction with the staff, they will analyze the social structure of the youth group and suggest alternative modes and techniques. Furthermore, they will be a decided asset in providing the population with functional alternative behaviors more suitable to their growth and progress.

Another function of the Human Resource Consultants will be to assist in materials development. In this task, they will assist a team of expert consultants described in detail later in this proposal. Their function will be to help stimulate the other adolescents to conceive, develop, and utilize the educational and training materials. The Human Resource Consultants' capabilities also extend to the areas of initial testing. For example, they have in the past given testing instructions, monitored tests, and in general eased test-taking anxiety and inadequate communication between tester and testee.

In the area of staff training, the Human Resource Consultants can share their experiences in group fashion, interact fluidly and spontaneously, and describe to the satisfaction of staff the reactions of disadvantaged youth to a variety of anticipated camp situations. The Human Resource Consultants have been used extensively in teacher training, group discussions with professional staff, and the training of non-professional workers.

For evaluation, the Human Resource Consultants are competent to develop and administer surveys. They have and can interview enrollees and insure the credibility of the responses. Other methods of evaluation which will be developed during the course of the camp program will undoubtedly rely upon these youths for implementation.

These Human Resource Consultants (three of them) will be hired by the New York City Youth Board "PROJECT CAMP" as Counsellor Aides and will report to the Project Director of the camp to which they are assigned.

STAFF TRAINING

As indicated in the introduction to this proposal, Scientific Resources Incorporated (SRI) believes that the attitudes and values manifested by the total staff are essential to the fulfillment of program objectives. Therefore, the training design will provide for a heterogeneous grouping of all staff members for certain training exercises. This grouping will concern itself with basic human relations training, communications training, and the development of collaborative as opposed to competitive skills. Instruments and techniques which have been utilized and perfected in a variety of settings, ranging from urban job corps centers to police-community training, will provide the basis for this phase. Obviously, this phase will reflect the flexible construction which enables the trainers to modify their design as circumstances warrant.

While it would be desirable to perform this training function prior to the opening of the project, it is considered essential that it be accomplished even after the opening of the project if this is dictated by time problems.

Also, this form of heterogeneous grouping for training should be sustained for the duration of the camp, as it will facilitate continued open communication and mutual trust. The in-service portion of this training would obviously require specific planning in order to insure program coverage of ongoing project operations. It is anticipated that weekly training sessions could be arranged.

The professional staff will also be trained relative to their specific functions. Training will be provided in group techniques with the disadvantaged, normative and value analysis, and enriched experience with the "style" of the disadvantaged adolescent. As mentioned earlier, this training will be assisted by the inclusion of the Human Resource Consultants (i.e. Counsellor Aides).

Job Description for Staff Trainers (Project Camp)

Title:	PROJECT CAMP Staff Trainer
Reports To:	Training Director, Scientific Resources Incorporated
Major Job Responsibilities:	To design and implement appropriate training for all staff of PROJECT CAMP. To evaluate and modify training in accordance with emergent Center needs.
Specific Duties:	1. To act in training capacity for professional staff of PROJECT CAMP. 2. To act in training capacity for non-professional staff of PROJECT CAMP. 3. To coordinate training activity in order to insure cohesive and consistent performance by staff in accordance with camp policy. 4. To utilize appropriate training resources such as exercises and instruments, as well as the participation of the Human Resource Consultants (i.e. Counsellor Aides). 5. To analyze and evaluate ongoing PROJECT CAMP procedures in order to provide appropriate training in problem areas. 6. To acquaint all staff with the nature of the disadvantaged child, his learning styles, his behavior patterns and his expectations.
Requirements:	SRI Staff Trainer with in-depth experience with institution situations and the nature of the disadvantaged child.

SRI Training Schedule

Months	Camp A (9 months)	Camp B (6 months)	Camp C (4 months)	Total
1	2 full-time trainers	_____	_____	2
2	2 full-time trainers	_____	_____	2
3	1 full-time trainer	1 full-time trainer	_____	2
4	1/2 time trainer	1 full-time trainer	_____	1 1/2
5	1/2 time trainer	1 full-time trainer	_____	1 1/2
6	1/2 time trainer	1/2 time trainer	_____	1
7	1/2 time trainer	1/2 time trainer	_____	1
8	1/2 time trainer	1/2 time trainer	_____	1
9	_____	_____	1 full-time trainer	1
10	_____	_____	1 full-time trainer	1
11	_____	_____	1 full-time trainer	1
12	_____	_____	1/2 time trainer	1/2
				_____
				15 1/2 months of training

RESEARCH AND SELECTION PROCEDURES FOR NEW YORK CITY YOUTH BOARD (PROJECT CAMP)

Research

Scientific Resources Incorporated (SRI) is in the process of screening all existing testing in an effort to determine that which is most suitable to this population. SRI's competence in this critical field is based upon their experience at Kilmer Job Corps Center, and in the evaluation under Title I in the Newark, New Jersey School System. Furthermore, SRI has had an abiding interest in the development of adequate testing in order to insure the optimum career possibilities and opportunities for its own staff of Human Resource Consultants.

The following research design will enable data to be gathered in a manner which will later lend itself to computer analysis.

The research design calls for data collection at the onset of the program, at the midpoint of the program, and follow-up data at the conclusion of the program.

Those tests administered during the screening process will be repeated at an interim period and at the conclusion.

An initial interview with trained research personnel will be conducted during the same three periods in order to determine motivational level and individual prognosis.

The initial group sessions will be taped and typed for analysis of positive and negative responses. Furthermore, more specific group sessions will be scheduled at the interim period and at the follow-up which will provide comparative data for analysis.

Participant-observer techniques will be used to gather casual, informal data. These participant-observers will be the Human Resource Consultants, as well as those Scientific Resources Incorporated Staff Members who are responsible for curriculum design and development.

Three staff evaluations of the youth by the professional staff of the camp, complete with sociometric measures, will also be included in the research design.

As Scientific Resources Incorporated becomes more acquainted with the population and the operation of the Center, other measures will be fed into the research design in order to ensure the most appropriate, maximum coverage and liability.

Screening and Selection Procedures

The following procedures will be utilized in the two-week period in which disadvantaged youth will be screened and selected until 75 are chosen for participation in PROJECT CAMP. Each youth will be put through approximately four to six hours of testing completed in a single day at a to-be-selected location. Screening and selection will be the responsibility of the SRI psychologists, and final selection will be the responsibility of Mr. George Lattimore, Project Director. It will be completed within the two-week period.

Reading

The Stanford Reading Achievement Test. This test is selected as the best test currently available to measure the reading achievement of these youths. Furthermore, national norms are available and will allow for proper comparative techniques.

Intelligence

The Cattell Scale II Culture-Fair Intelligence Test. This is a test which is designed to elicit innate intelligence uncontaminated by the presence or absence of cultural or verbal stimulation in the children's background. The Henmon-Nelson Test of Mental Ability will be given once the program has begun to provide comaprison of I.Q. scores on the Culture-Fair test with those achieved on a conventional verbally-based intelligence scale.

Personality Testing

A group-administered test will be utilized. Every effort will be made here to provide a nonthreatening testing environment. If feasible, test instructions and monitoring will be accomplished by the Scientific Resources Incorporated Human Resource Consultants. The Draw-a-Man and the House-Tree-Person tests (involving simple drawing tasks), the Thematic Apperception Test, and the Mooney Problem Check List will provide measures of personal adjustment. In addition, sentence-completion and attitude-scale material which has been used with comparable youths will be given to supplement the purely psychodiagnostic material. These measures will enable SRI's clinical psychologists to screen out youths who are homosexuals, narcotic addicts, and other gross personality deviates. In addition, the testing will be further supplemented by group interviewing and discussion with clinical and research psychologists aided by testing

personnel and the Human Resource Consultants. The purpose of this testing is two-fold: (1) to screen out psychopathological youngsters and (2) to provide input into the nature of the selected youths for programatic considerations.

SRI will provide the New York City Youth Board and the Department of Labor with monthly project reports including a screening process report and rejection reports.

CURRICULUM AND MATERIAL DEVELOPMENT

The goal of the camp is to provide an environment in which these youngsters will feel free to learn and will be able to release their creative energies into activities designed to provide them with the experience and confidence to eventually succeed in one of four post-camp endeavors: (1) job-training programs; (2) return to school; (3) jobs or careers; or (4) curriculum aides in other, similar camp programs.

SRI will provide a team of specialists whose role will be to serve as resource and guideline influences on the boys' creative learning efforts. A curriculum design specialist, a materials design specialist, a systems analyst, a developer of "games," a writer, a photographer, a builder, an automobile mechanic, a reading specialist, a dramatics and dance expert, a musician who teaches math through his music, a guided group interaction expert, and an illustrator are among the individuals who will share with the boys in mutually conceiving and then producing learning experiences and materials.

Every effort will be made to allow the boys to participate in the design and production of these projects and materials. The prototype role

of this camp will be shared with the boys and their partnership in demonstrating the value of this kind of camp experience will be solicited and welcomed. It is planned that the boys will come to see themselves as responsible, with the staff, for the refinement and proliferation of this educational concept.

The youngsters' creative reading and writing skills, building of self-image and self-discipline, and their uninhibited constructive expression of feelings and ideas will be supported by the SRI staff. The form these activities take will be chosen by the boys--such outlets as automobile repair, camp newspaper, theatre, athletic teams, truck driving, jazz group, communications media center, camping, building and construction, tours, training, and work programs with neighboring industries and businesses, painting and sculpting, teaching, etc. are just a minimal list of the alternative learning experiences that the SRI staff will offer.

Another responsibility of the SRI staff will be to help the boys structure and produce materials and projects. The staff will provide the necessary developmental and manufacturing techniques, processes, equipment and services to insure the actual production of these camper-generated materials and projects. Such SRI organic educational materials as its "Making It" program, "Contributors to American History" kit, and "Organic Reading and Writing Laboratory" will be provided to the campers for their evaluation, use and further refinement. Other materials, i.e., photographic essays, sex and birth control education materials, literary works, math taught through rock-n' roll, career "game", are contemplated as possibly being developed by the camper-camp staff-SRI staff team.

The techniques outlined above, as well as such additional techniques as Fader's "Hooded on Books," Riessman's "Hiptionary," etc., all can be categorized as organic, that is, that they are generated by the needs of the students and not by the needs of the teacher. The entire organic process focuses primarily on the enhancement of the confidence and the skills of the students, and not on the enhancement of the confidence and skills of the teacher. The organic technique ensures the development of effective, interesting materials and projects, and also the creation of motivation and commitment on the part of the student. Their involvement as creative agents and their own impact on the design of the learning situation promotes successful and satisfying learning styles and counteracts their history of negative, regimented and imposed learning experiences.

The utilization of guided group interaction (GGI) within which system the campers will learn to govern and discipline themselves is conducive to the learning environment described above! Ultimately, the camp will be considered successful if the staff can reach the point where they are no longer needed by the campers. It is toward this time of independence, self-discipline and "self-renewal" that the camping experience will be directed.

Job Description for Curriculum Development Task Force Director (Project Camp)

Title:	Curriculum Task Force Director
Reports To:	President, Scientific Resources Incorporated
Major Job Responsibilities:	To create an environment in which the camp population is able to design and produce their own curriculum material. To coordinate the efforts of the staff, and the SRI specialists in the development of these curriculum materials. To coordinate curriculum development of these materials in order insure cohesive and consistent performance by staff in accordance with camp policy. To utilize appropriate educational media and materials, audio-visual, tape recorders, etc., in the development of the curriculum (i.e. already published). To utilize available educational materials to be purchased by the project as determined by the camp population and its curriculum committee.
Requirements:	SRI Executive with major responsibility and in-depth experience in developing educational materials utilizing student creativity and involvement in the conceptualization, long-range goals, and actual production of these materials (programed instruction, reading, attitude-building materials, job-oriented curriculum, etc.)

PRELIMINARY TIME TABLE FOR FIRST MONTH OF PROJECT

	Begin	End
Design Analysis Meetings (Curriculum and Training)	2-27-67	---
Screening and Selection of All Boys	3- 6-67	Until 75 are selected
Training of Staff at Camp	3-13-67	in-service
First 25 Boys Enter Camp	3-20-67	---
Second 25 Boys Enter Camp	3-27-67	---
Third 25 Boys Enter Camp	4- 2-67	---

CONCLUSION

This proposal for services to "Project Camp" is meant to provide the philosophy, competence, and assumptions which Scientific Resources Incorporated will bring to this unique program. It is further intended to express SRI's commitment to the implementation of innovative ideas and techniques in order to help the disadvantaged adolescent achieve at the level of his fullest potential.